

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>A series of LCAP Community/Staff/Student meetings were held in the district, with child care available and interpretation services in Spanish. A review of the 2014-2015 update was presented along with information on the 2015-2016 LCAP. Handouts and Powerpoint presentations were made available in both English and Spanish. A Parent/Staff/Student LCAP survey was made available online in both English and Spanish and a hard copy was made available to parents without internet access. Information about the LCAP process and document was made available through the District website.</p> <ol style="list-style-type: none"> 1) February 2015 posted LCFF/LCAP 2015-2016 update information to the district website describing LCFF/LCAP and LCLL/LCAP update along with PowerPoint presentation. 2) February 17, 2015 ELAC/DELAC/EL LCFF/LCAP Public Forum 3) February 18, 2015 LCFF/LCAP Public forum 4) February 27, 2015 LCFF/LCAP Site Council Meeting 5) March 16, 2015 Classified Staff LCFF/LCAP Meeting 6) March 16, 2015 Student LCFF/LCAP Meeting 7) March 18, 2015 Parent, Staff, & Student online and hard copy LCAP surveys were made available to stakeholders 8) March 20, 2015 Certificated Staff including Local Bargaining Unit LCFF/LCAP Meeting 9) May 6, 2015 Draft LCAP submitted to Advisory Committee for input. 10) May 8, 2015 2015-2016 LCAP submitted to SJCOE for review 11) May 29, 2015 2015-2016 LCAP draft posted to Website for public comment/input 12) June 15, 2015 revised LCAP draft posted to Website for public viewing. 12) June 18, 2015 Public Hearing on LCAP 13) June 25, 2015 Adoption of LCAP 	<p>Served as a way to inform, educate, and gather input and feedback from critical stakeholders from all subgroups (including low income, English learners, and foster youth): parents, students, community, and staff.</p> <p>Superintendent presented early funding predictors for BESD, and impact of the state’s funding formula.</p> <p>Results of the website survey and stakeholder input sessions were put into a database to identify needs. The district used this data to inform decision making regarding development of goals and action steps for the LCAP.</p> <p>District personnel attended District Advisory Group meeting, presented the DRAFT LCAP and gathered feedback from members of each of the critical stakeholder groups.</p> <p>A working draft was posted to the district website in order to get feedback from all stakeholders. Feedback and questions about the LCAP were responded to in writing and posted on the district webpage.</p> <p>Responses to the draft LCAP were instrumental in developing revisions to the draft and the completion of the final LCAP which will be brought to the Local Board of Education for approval with the District 15-16 budget.</p>

<p>Annual Update: A series of LCAP Community/Staff including Local Bargaining Unit/Student meetings were held in the district, with child care available and interpretation services in Spanish. A review of the 2014-2015 update was presented along with information on the 2015-2016 LCAP. 2014-2015 LCAP Update Handouts and Powerpoint presentations were made available in both English and Spanish. Information about the LCAP Annual Update process was made available through the District website.</p>	<p>Annual Update: Served as a way to inform, educate, and gather input and feedback from critical stakeholders from all subgroups (including low income, English learners, and foster youth): parents, students, community, and staff including bargaining unit.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p>GOAL:</p>	<p>Goal 1: District will hire 100% fully credentialed teachers to ensure they are highly qualified to improve services to all students in all subject areas.</p>	<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> _ 2__ 3__ 4_ <input checked="" type="checkbox"/> _ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>LCAP outreach (meetings and surveys) to stakeholder groups determined that the district needs to hire and retain 100% fully credentialed teachers in appropriate assignments under NCLB, including EL Authorization/CLAD Certificate in order to improve services to all students.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-2016</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district has 100% appropriately assigned and fully credentialed teachers, as verified by the Williams report and credential audits. We expect to maintain this level. B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials. Every pupil has sufficient access to standard-aligned instructional materials as verified by the Williams report. We expect to maintain this. C. School facilities are in good repair. School is in good repair as verified by the Williams Audit /FIT report. We expect to maintain this.</p> <p>Priority 4: Student Achievement A. Statewide assessments Baselines for SBAC (CAASPP) will be released July 2015. Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Student proficiency rate on statewide assessments will increase, as verified by CAASPP D. Percentage of English Learners who make progress toward English proficiency. 2013-2014 CELDT (most recent data): 8.8% English proficient Percentage of English Learners who make progress toward English proficiency will increase, as verified by CELDT. E. English Learner reclassification rate.</p>	

2013-2014: 7.5% 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district's reclassification process.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure 100% of teachers have appropriate subject matter authorization and required certification.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Additional Cost
Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Increase Staffing as needed to improve services to all students.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,974,042.00 1-5xxx Base Instructional/ Support Staff/ Materials and Contracted Services.
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district has 100% appropriately assigned and fully credentialed teachers, as verified by the Williams report and credential audits. We expect to maintain this level. B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials. Every pupil has sufficient access to standard-aligned instructional materials as verified by the Williams report. We expect to maintain this. C. School facilities are in good repair. School is in good repair as verified by the Williams Audit /FIT report. We expect to maintain this. Priority 4: Student Achievement A. Statewide assessments Baselines for SBAC (CAASPP) will be released July 2015. Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were:		

<p>2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31%</p> <p>Student proficiency rate on statewide assessments will continue to increase, as verified by CAASPP D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 CELDT (most recent data): 8.8% English proficient</p> <p>Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. E. English Learner reclassification rate: 2013-2014: 7.5% 2014-2015: 5.0%</p> <p>English Learner reclassification rate will increase, as verified by the district's reclassification process.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure 100% of teachers have appropriate subject matter authorization and required certification.</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>No Additional Cost</p>
<p>Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers.</p> <p>Increase Staffing as needed to improve services to all students.</p>	<p>ALL</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$1,915,146.00 1-5xxx Base Instructional/ Support Staff Materials and Contracted Services.</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Priority 1: Basic Services

A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.

The district has 100% appropriately assigned and fully credentialed teachers, as verified by the Williams report and credential audits. We expect to maintain this level.

B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials.

Every pupil has sufficient access to standard-aligned instructional materials as verified by the Williams report. We expect to maintain this.

C. School facilities are in good repair.

School is in good repair as verified by the Williams Audit /FIT report. We expect to maintain this.

Priority 4: Student Achievement

A. Statewide assessments

Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were:

2012-2013 (most recent data)

ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 %

2013-2014 5th & 8th Grade students Science CST:

5th Grade: 21%; 8th Grade: 31%

Baselines for SBAC (CAASPP) will be released July 2015.

Student proficiency rate on statewide assessments will continue to increase, as verified by SBAC (CAASPP).

D. Percentage of English Learners who make progress toward English proficiency:

2013-2014 CELDT (most recent data): 8.8% English proficient

Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT.

E. English Learner reclassification rate:

2013-2014: 7.5%

2014-2015: 5.0%

English Learner reclassification rate will increase, as verified by the district's reclassification process.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure 100% of teachers have appropriate subject matter authorization and required certification.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Additional Cost
Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Increase Staffing as needed to improve services to all students.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,999,310.00 Base Instructional/ Support Staff Materials and Contracted Services.

GOAL:	Goal 2: All students will be provided a clean, healthy, physically and emotionally safe learning environment. Improve the climate of the school sites with regards to student behavior and positive supports.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	LCAP outreach (meetings and surveys) to stakeholder groups determined that the district needs to maintain a clean, healthy, physically and emotionally safe learning environment. Stakeholder input indicates that there is a need for school modernizations and cleanliness and there are still issues with bullying. Suspension rate needs to decrease.		
Goal Applies to:	Schools:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district has 100% appropriately assigned and fully credentialed teachers, as verified by the Williams report and		

credential audits. We expect to maintain this level.
 B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials.
Every pupil in the district has sufficient access to standard-aligned instructional materials as verified by the Williams report. We expect to maintain this.
 C. School facilities are in good repair.
School is in good repair as verified by the Williams Audit /FIT report. We expect to maintain this.
 2014/2015 Parent/Staff LCAP surveys indicate 63% of parents/staff and 100% of students who took the survey are concerned with cleanliness and maintenance.
Improve school cleanliness and maintenance, as verified by parent, student, and staff surveys.

Priority 6: School Climate

A. Student suspension rate:
 2013/2014 Suspension Rate: 8%
 2014/2015 Suspension Rate: 3%
Student suspension rates will decrease, as verified by SIS/CALPADS suspension data.

B. Student expulsion rate:
 2013/2014 Expulsion Rate: 0.47%
 2014/2015 Expulsion Rate: 0%

Maintain student current expulsion rate of 0%, as verified by SIS/CALPADS expulsion data.

C. School safety and school connectedness:
 Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is still a need to improve bullying and provide counseling services to at risk students. 2014/2015 Parent/Staff LCAP surveys indicate 36% of parents/staff and 32% of students who took the survey are concerned with bullying and student behavior. 2013-2014 California Healthy Kids survey indicates 32% of 7th grade students experienced harassment or bullying.

Improve climate of the school site in regards to student behavior, as verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facility repairs, upgrades, and modernization. A. Parking Lot repairs B. Energy Efficient Upgrades (Outdoor lighting) C. Facility Painting	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	A. \$40,000 5xxx Base Contracted Services B. \$63,020.00 5xxx Other

			Contracted Services C. \$20,000.00 5xxx Base Contracted Services
Additional 6 hour Custodial Position	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16,656.00 2xxx,3xxx Base Custodian
Maintain additional yard duty personnel. Supervision Aide	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,492.00 2xxx,3xxx Other Supervision Aide
A. "Character Counts"- Anti-Bullying Program B. Staff Professional Development on Bullying C. Student Assembly on Bullying	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	A. \$500.00 4xxx Supplemental/ Concentration Materials B. \$750.00 5xxx Supplemental/ Concentration Contracted Services C.\$750.00 5xxx Supplemental/ Concentration Contracted Services

Counseling services delivered as needed to students at risk.	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,500.00 5xxx Supplemental/ Concentration Contracted Services
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>Priority 1: Basic Services</p> <p>A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district has 100% appropriately assigned and fully credentialed teachers, as verified by the Williams report and credential audits. We expect to maintain this level.</p> <p>B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials. Every pupil in the district has sufficient access to standard-aligned instructional materials as verified by the Williams report. We expect to maintain this.</p> <p>C. School facilities are in good repair. Continue to maintain school in good repair, as verified by Williams Audit/Fit report. 2014/2015 Parent/Staff LCAP surveys indicate 63% of parents/staff and 100% of students who took the survey are concerned with cleanliness and maintenance. Continue to improve school cleanliness and maintenance, as verified by parent, student, staff surveys,</p> <p>Priority 6: School Climate</p> <p>A. Student suspension rate: 2013/2014 Suspension Rate: 8% 2014/2015 Suspension Rate: 3% Student suspension rates will decrease, as verified by SIS/CALPADS suspension data.</p> <p>B. Student expulsion rate: 2013/2014 Expulsion Rate: 0.47% 2014/2015 Expulsion Rate: 0% Maintain student current expulsion rate of 0%, as verified by SIS/CALPADS expulsion data.</p> <p>C. School safety and school connectedness: Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is still a need to improve bullying and provide counseling services to at risk students. 2014/2015 Parent/Staff LCAP surveys indicate 36% of parents/staff and 32% of students who took the survey are concerned with bullying and student behavior. 2013-2014 California Healthy Kids survey indicates 32% of 7th grade students experienced harassment or bullying.</p>
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Improve climate of the school site in regards to student behavior, as verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facility repairs, upgrades, and modernization. A. Energy Efficient Upgrades B. Student Yard Upgrades – Replace bark w/asphalt	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	A.\$50,000.00 5xxx Other Contracted Services B.\$50,000.00 5xxx Base Contracted Services
Maintain 6 hour Custodial Aide	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$17,602.00 2xxx,3xxx Base Custodian
Maintain yard duty personnel. Supervision Aide	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,504.00 2xxx,3xxx Other Supervision Aide

<p>A. "Character Counts"- Anti-Bullying Program B. Staff Professional Development on Bullying C. Student Assembly on Bullying</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$500.00 4xxx Supplemental/ Concentration Materials B.\$750.00 5xxx Supplemental/ Concentration Contracted Services C.\$750.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Counseling services delivered as needed to students at risk.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,500.00 5xxx Supplemental/ Concentration Contracted Services</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district has 100% appropriately assigned and fully credentialed teachers, as verified by the Williams report and credential audits. We expect to maintain this level. B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials. Every pupil in the district has sufficient access to standard-aligned instructional materials as verified by the Williams report. We expect to maintain this. C. School facilities are in good repair. Continue to maintain school in good repair, as verified by Williams Audit/Fit report.</p>
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<p>2014/2015 Parent/Staff LCAP surveys indicate 63% of parents/staff and 100% of students who took the survey are concerned with cleanliness and maintenance. Continue to improve school cleanliness and maintenance, as verified by parent, student, staff surveys,</p> <p>Priority 6: School Climate A. Student suspension rate: 2013/2014 Suspension Rate: 8% 2014/2015 Suspension Rate: 3% Student suspension rates will decrease, as verified by SIS/CALPADS suspension data.</p> <p>B. Student expulsion rate: 2013/2014 Expulsion Rate: 0.47% 2014/2015 Expulsion Rate: 0% Maintain student current expulsion rate of 0%, as verified by SIS/CALPADS expulsion data.</p> <p>C. School safety and school connectedness: Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is still a need to improve bullying and provide counseling services to at risk students. 2014/2015 Parent/Staff LCAP surveys indicate 36% of parents/staff and 32% of students who took the survey are concerned with bullying and student behavior. 2013-2014 California Healthy Kids survey indicates 32% of 7th grade students experienced harassment or bullying. Improve climate of the school site in regards to student behavior, as verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facility repairs, upgrades, and modernization. A. Energy Efficient Upgrades	ALL	<u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	A. \$50,000.00 5xxx Other Contracted Services

<p>Maintain 6 hour Custodial Aide</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,869.00 2xxx,3xxx Base Custodian</p>
<p>Maintain yard duty personnel Supervision Aide</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,579.00 2xxx,3xxx Other Supervision Aide</p>
<p>A. "Character Counts"- Anti-Bullying Program B. Staff Professional Development on Bullying C. Student Assembly on Bullying</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$500.00 4xxx Supplemental/ Concentration Materials B.\$750.00 5xxx Supplemental/ Concentration Contracted Services C.\$750.00 5xxx Supplemental/ Concentration Contracted Services</p>

Counseling services delivered as needed to students at risk.	Districtwide	<u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	\$5,500.00 5xxx Supplemental/ Concentration Contracted Services
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GOAL:	Goal 3. Implement academic content and performance standards adopted by the state board (Common Core State Standards, CCSS) for all students, including English Learners through high quality instruction with technology integration for acquisition of 21 st Century Learning skills to prepare our students for College and Career.	Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	LCAP outreach (meetings and surveys) to stakeholder groups determined that the district will implement academic content and performance standards adopted by the state board (Common Core State Standards, CCSS) in all classrooms. CCSS Math implemented 2014-2015, CCSS ELA will need to be researched. LCAP outreach and technology audits indicate that there is a need for technology upgrades and student devices to support CCSS integration.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Priority 2: Implementation of State Standards A. Implementation of state board academic content and performance standards for all students: Provide every pupil with curriculum where instruction and assessments reflect alignment to Common Core State Standards (CCSS), as verified by CCSS instructional materials and classroom observations. Provide technology to all pupils for CCSS technology integration, as verified by technology audits. B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic contact knowledge and English Language Proficiency Provide EL students with instruction that is aligned to CCSS and English Language Development (ELD) standards. English Learner students will have access to all actions and services provided for all students. EL students will continue to use <i>Imagine Learning</i> program, computer based, closely aligned with CCSS and ELD standards to improve English Language Proficiency, as verified by Imagine Learning rosters and achievement reports.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement adopted CCSS math curriculum, continue to research CCSS ELA curriculum. All teachers will be supported to transition and to fully implement CCSS. CCSS instructional materials will be purchased as needed.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000.00 4xxx Base CCSS Materials</p>
<p>Technology upgrades to support CCSS technology integration. A. Student Laptops w/carts B. Technology upgrades/devices</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$30,000.00 4xxx Supplemental/ Concentration Computers B. \$63,600.00 4xxx Supplemental/ Concentration Technology upgrades/ devices</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 2: Implementation of State Standards A. Implementation of state board academic content and performance standards for all students: Provide every pupil with curriculum where instruction and assessments reflect alignment to Common Core State Standards (CCSS), as verified by CCSS instructional materials and classroom observations. Provide technology to all pupils for CCSS technology integration, as verified by technology audits. B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic content knowledge and English Language Proficiency Provide EL students with instruction that is aligned to CCSS and English Language Development (ELD) standards. English Learner students will have access to all actions and services provided for all students. EL students will continue to use <i>Imagine Learning</i> program, computer based, closely aligned with CCSS and ELD standards to improve English Language Proficiency, as verified by Imagine Learning rosters and achievement reports.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement adopted CCSS math curriculum, continue to research CCSS ELA and Next Generation Science Standards (NGSS) curriculum. All teachers will be supported to transition and to fully implement CCSS.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional cost</p>
<p>Technology upgrades to support CCSS technology integration. A. Student laptops w/carts B. Technology upgrades/devices</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$30,000.00 4xxx Supplemental/ Concentration Computers B. \$125,650.00 4xxx Supplemental/ Concentration Technology upgrades/ devices</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 2: Implementation of State Standards C. Implementation of state board academic content and performance standards for all students: Provide every pupil with curriculum where instruction and assessments reflect alignment to Common Core State Standards (CCSS), as verified by CCSS instructional materials and classroom observations. Provide technology to all pupils for CCSS technology integration, as verified by technology audits. D. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic contact knowledge and English Language Proficiency Provide EL students with instruction that is aligned to CCSS and English Language Development (ELD) standards. English Learner students will have access to all actions and services provided for all students. EL students will continue to use <i>Imagine Learning</i> program, computer based, closely aligned with CCSS and ELD standards to improve English Language Proficiency, as verified by Imagine Learning rosters and achievement reports.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

<p>Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement adopted CCSS math curriculum, continue to research CCSS ELA and Next Generation Science Standards (NGSS) curriculum. All teachers will be supported to transition and to fully implement CCSS.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional cost</p>
<p>Technology upgrades to support CCSS technology integration. A. Student laptops w/carts B. Technology upgrades/devices C. Upgrade Classroom Projectors and mounts</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$30,000.00 4xxx Supplemental/ Concentration Computers B. \$140,800.00 4xxx Supplemental/ Concentration Computers Technology upgrades/ devices C. \$40,000.00 4xxx Supplemental/ Concentration Projectors w/ mounts</p>

<p>GOAL:</p>	<p>Goal 4: Increase opportunities for students to participate in enrichment opportunities.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>LCAP outreach (meetings and surveys) to stakeholder groups determined there is a need for Music/Arts program and Science enrichment program. The district also needs to investigate other areas for enrichment including participation in county academic events.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	

	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-2016</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will increase, as verified by SBAC (CAASPP). D. Percentage of English Learners who made progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will increase, as verified by CELDT, Title III Accountability Data (Consortium Member Data) E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district’s reclassification process.</p> <p>Priority 7: Course Access: A. A broad course of study including courses described under sections 51210 and 51220(a)-(i), as applicable: 100% of pupils have access and are enrolled in required areas of study. All pupils will have access and be enrolled in required areas of study, as verified by Master Schedule, class rosters (SIS). Stakeholder input indicate all pupils will be provided with enrichment opportunities: Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is a need for a Music/Arts program. 2014/2015 Parent/Staff LCAP surveys indicate 91% of parents/staff and 38% of students who took the survey would like a Music/Arts program. Arts enrichment program and Science enrichment program will be implemented, as verified by classroom observation, class schedule, and state science assessments. District will research a music program. B. Program and services developed and provided to unduplicated pupils: Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to “all students” and subgroups. Foster Youth, Low-income, and EL students have access to, and are enrolled in the required broad course of studies, including 60 minutes of weekly ELD instruction through the Imagine Learning program and enrichment opportunities through Music, Arts and Science program. The district will maintain the level of program and services provide to our unduplicated students as verified by Master Schedule, class rosters, Imagine Learning</p>

program rosters.
 C. Program and services developed and provided to individuals with exceptional needs:
Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to “all students” and subgroups. Students with exceptional needs have access to, and are enrolled in the required broad course of studies, including programs and services offered through the 504 and IEP process. The district will maintain the level of program and services provide to our students with exceptional needs as verified by Master Schedule, class rosters, number of IEPs and 504s.

Priority 8: Other Student Outcomes:
 A. Other areas of student performance in required areas of study:
Investigate participation in county academic decathlons, as verified by pupil participation log.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Enrichment Programs A. Adopt and implement an Arts program B. Continue to research Music Program C. Investigate other areas for enrichment opportunities, participation in county academic events.	Districtwide	<input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	A. \$5,376.00 5xxx Supplemental/ Concentration Contracted Services A.1 \$1,189.00 4xxx Supplemental/ Concentration Materials B./C. No additional cost
Implement a Science Program A. Science Teacher B. Science Professional Development C. Science Materials D. Technology E. Tops Scientist	Districtwide	<input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	A. \$75,638.00 1xxx,3xxx Supplemental/ Concentration Certified Teacher B. \$2,000.00 5xxx Supplemental/ Concentration Contracted Services

			<p>C. \$12,000.00 4xxx Supplemental/ Concentration Materials D. \$13,000.00 4xxx Supplemental/ Concentration Technology Equipment E. \$1,400.00 5xxx Base Contracted Services</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will continue to increase, as verified by SBAC (CAASPP). D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district's reclassification process.</p> <p>Priority 7: Course Access: A. A broad course of study including courses described under sections 51210 and 51220(a)-(i), as applicable: 100% of pupils have access and are enrolled in required areas of study.</p>
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	<p>All pupils will have access and be enrolled in required areas of study, as verified by Master Schedule, class rosters (SIS).</p> <p>Stakeholder input indicate all pupils will be provided with enrichment opportunities: Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is a need for a Music/Arts program. 2014/2015 Parent/Staff LCAP surveys indicate 91% of parents/staff and 38% of students who took the survey would like a Music/Arts program.</p> <p>Continue Arts and Science enrichment program, as verified by classroom observation, class schedule, state science assessments. Continue to research Music program.</p> <p>B. Program and services developed and provided to unduplicated pupils: Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to “all students” and subgroups. Foster Youth, Low-income, and EL students have access to, and are enrolled in the required broad course of studies, including 60 minutes of weekly ELD instruction through the Imagine Learning program and enrichment opportunities through Music, Arts and Science program. The district will maintain the level of program and services provide to our unduplicated students as verified by Master Schedule, class rosters, Imagine Learning program rosters.</p> <p>C. Program and services developed and provided to individuals with exceptional needs: Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to “all students” and subgroups. Students with exceptional needs have access to, and are enrolled in the required broad course of studies, including programs and services offered through the 504 and IEP process. The district will maintain the level of program and services provide to our students with exceptional needs as verified by Master Schedule, class rosters, number of IEPs and 504s.</p> <p>Priority 8: Other Student Outcomes: A. Other areas of student performance in required areas of study: Investigate participation in county academic decathlons, as verified by pupil participation log.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Increase Enrichment Programs</p> <ul style="list-style-type: none"> A. Continue Arts program B. Continue to research Music Program C. Investigate other areas for enrichment opportunities, participation in county academic events. 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$5,376.00 5xxx Supplemental/ Concentration Contracted Services A. 1 \$1,189.00 4xxx Supplemental/ Concentration Materials B.&C. No additional cost</p>
<p>Continue Science Program</p> <ul style="list-style-type: none"> A. Science Teacher B. Science Professional Development C. Science Materials D. Technology E. Tops Scientist 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$78,660.00 1xxx,3xxx Supplemental/ Concentration Certified Teacher B. \$2,000.00 5xxx Supplemental/ Concentration Contracted Services C. \$12,000.00 4xxx Supplemental/ Concentration Materials D. \$13,000.00 4xxx Supplemental/ Concentration Technology Equipment E. \$1,400.00 5xxx Base</p>

			Contracted Services
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will continue to increase, as verified by SBAC (CAASPP). D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district’s reclassification process.</p> <p>Priority 7: Course Access: A. A broad course of study including courses described under sections 51210 and 51220(a)-(i), as applicable: 100% of pupils have access and are enrolled in required areas of study. All pupils will have access and be enrolled in required areas of study, as verified by Master Schedule, class rosters (SIS). Stakeholder input indicate all pupils will be provided with enrichment opportunities: Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is a need for a Music/Arts program.</p>
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2014/2015 Parent/Staff LCAP surveys indicate 91% of parents/staff and 38% of students who took the survey would like a Music/Arts program.

Continue Arts and Science enrichment program, as verified by classroom observation, class schedule, and state science assessments. Continue to research Music program.

B. Program and services developed and provided to unduplicated pupils:

Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to “all students” and subgroups. Foster Youth, Low-income, and EL students have access to, and are enrolled in the required broad course of studies, including 60 minutes of weekly ELD instruction through the Imagine Learning program and enrichment opportunities through Music, Arts and Science program. The district will maintain the level of program and services provide to our unduplicated students as verified by Master Schedule, class rosters, Imagine Learning program rosters.

C. Program and services developed and provided to individuals with exceptional needs:

Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to “all students” and subgroups. Students with exceptional needs have access to, and are enrolled in the required broad course of studies, including programs and services offered through the 504 and IEP process. The district will maintain the level of program and services provide to our students with exceptional needs as verified by Master Schedule, class rosters, number of IEPs and 504s.

Priority 8: Other Student Outcomes:

A. Other areas of student performance in required areas of study:

Investigate participation in county academic decathlons, as verified by pupil participation log.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Enrichment Programs A. Continue Arts Program B. Continue to research Music Program C. Investigate other areas for enrichment opportunities, participation in county academic events.	Districtwide	<input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	A. \$5,376.00 4xxx Supplemental/ Concentration Contracted Services A. 1 \$1,189.00 5xxx Supplemental/ Concentration Materials B.&C. No additional cost

<p>Continue Science Program</p> <ul style="list-style-type: none"> A. Science Teacher B. Science Professional Development C. Science Materials D. Technology E. Tops Scientist 	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>--</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>A. \$81,803.00 1xxx,3xxx Supplemental/ Concentration Certified Teacher</p> <p>B. \$2,000.00 5xxx Supplemental/ Concentration Contracted Services</p> <p>C. \$12,000.00 4xxx Supplemental/ Concentration Materials</p> <p>D. \$7,000.00 4xxx Supplemental/ Concentration Technology Equipment</p> <p>E. \$1,400.00 5xxx Base Contracted Serv</p>
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<p>GOAL:</p>	<p>Goal 5: Improve pupil performance annually using the California Assessment of Student Performance and Progress (CAASPP)</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>Past Academic Performance Index (API) scores and statewide assessments indicated to stakeholders a need for improved pupil performance on CAASPP.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will increase, as verified by CAASPP scores. Improve student reading and math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores. D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will increase, as verified by CELDT. E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district's reclassification rate.</p> <p>Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97% District attendance rate will increase, as verified by SIS attendance reports. B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6% District will work on decreasing chronic absenteeism, as verified by SIS attendance reports. C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest) Dropout rate: 0% District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Establish a baseline State designated target on CAASPP.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Additional Cost</p>
<p>Continue to use Student Data and Assessment software for reading and math: Renaissance Learning STAR360</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,100.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Improve students reading and math levels. A. Continue to use Accelerated Reader B. Research and implement a math intervention program.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$4,519.00 5xxx Supplemental/ Concentration Contracted Services B. \$2,200.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Provide EL students with tutoring opportunities.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,946.00 2xxx,3xxx Supplemental/ Concentration Library/ Technology Aide</p>

<p>Provide additional academic assessment and support for reclassified students who have not made adequate progress.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No cost beyond the costs for support and intervention above and Read 180 and tutoring as provided in Goal 6.</p>
<p>In order to insure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$30,461.00 5xxx Supplemental/ Concentration Meals</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will continue to increase, as verified by CAASPP scores. Continue to improve student reading and math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores. D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district's reclassification rate.</p>
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<p>Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97% District attendance rate will increase, as verified by SIS attendance reports. B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6% District will work on decreasing chronic absenteeism, as verified by SIS attendance reports. C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest) Dropout rate: 0% District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students including subgroups meet or exceed state designated target on CAASPP.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Additional Cost
Continue to use Student Data and Assessment software for reading and: Renaissance Learning STAR360	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,100.00 5xxx Supplemental/ Concentration Contracted Services

<p>Continue to improve students reading and math levels. A. Continue to use Accelerated Reader B. Continue Math intervention program</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$4,519.00 5xxx Supplemental/ Concentration Contracted Services B. \$2,200.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Provide EL students with tutoring opportunities.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,996.00 2xxx, 3xxx Supplemental/ Concentration Library/ Technology Aide</p>
<p>Continue to provide additional academic assessment and support for reclassified students who have not made adequate progress.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost beyond the costs for support and intervention above and Read 180 and tutoring as provided in Goal 6.</p>

<p>In order to insure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,461.00 5xxx Supplemental/ Concentration Meals</p>
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will continue to increase, as verified by CAASPP scores. Continue to improve student reading and math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores. D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district’s reclassification rate.</p> <p>Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97% District attendance rate will increase, as verified by SIS attendance reports. B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports:</p>
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	<p>Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6% District will work on decreasing chronic absenteeism, as verified by SIS attendance reports. C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest) Dropout rate: 0% District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All students including subgroups meet or exceed state designated target on CAASPP.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Additional Cost</p>
<p>Continue to use Student Data and Assessment software for reading and math: Renaissance Learning STAR360</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,100.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Continue to improve students reading and math levels. A. Continue to use Accelerated Reader B. Continue Math intervention program</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$4,519.00 5xxx Supplemental/ Concentration Contracted Services B. \$2,200.00 5xxx Supplemental/ Concentration Contracted</p>

			Services
Provide EL students with tutoring opportunities.	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,023.00 2xxx, 3xxx Supplemental/ Concentration Library/ Technology Aide
Continue to provide additional academic assessment and support for reclassified students who have not made adequate progress.	Districtwide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost beyond the costs for support and intervention above and Read 180 and tutoring as provided in Goal 6.
In order to insure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.	ALL	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$30,461.00 5xxx Supplemental/ Concentration Meals

<p>GOAL:</p>	<p>Goal 6: Increase student achievement for English Learners (EL) Pupils.</p>	<p>Related State and/or Local Priorities: 1_ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>LCAP outreach (meetings and surveys) to stakeholder groups, STAR (Standardized Testing and Reporting) and CELDT scores determined there is a need to improve student achievement and English proficiency levels for English Learners.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: English Learners, Special Education</p>
<p>LCAP Year 1: 2015-2016</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will increase, as verified by CAASPP scores. Improve student reading and math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores. English Learner and Special Education reading levels will increase as verified by Read 180 data reports. D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient, as verified by CELDT EL English proficiency annual growth, as verified by Title III Accountability Data: 2012-2013 AMAO 1 – 58.2 %; AMAO 2 (less than 5 years) – 23.1% 2013-2014 AMAO 1 – 61.9 %; AMAO 2 (less than 5 years) – 15.5%; AMAO 2 (5 years or more) – 45.2% Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. AMAO 2 (5 years or more) – 45.2% Percentage of English Learners who make progress toward English proficiency will increase, as verified by CELDT.</p>	

E. English Learner reclassification rate:
 2013-2014: 7.5%; 2014-2015: 5.0%
English Learner reclassification rate will increase, as verified district’s reclassification process.

Priority 5: Student Engagement:
 A. 2013/2014 Attendance Rates, as verified by SIS attendance reports:
 P1-96.06%, P2-95.76%, Annual 95.60%
 2014/2015
 P1-96.03%, P2-94.97%
District attendance rate will increase, as verified by SIS attendance reports.

B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports:
 Chronic absenteeism rate 1.7%
 2014/2015
 Chronic absenteeism rate 1.6%
District will work on decreasing chronic absenteeism, as verified by SIS attendance reports.

C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest)
 Dropout rate: 0%
District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement new EL Program (Master Plan) for English Learners. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed. C. Additional ELD Technology D. ELD Program instructional materials E. ELD Program test kits	ALL	__ALL ----- OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	A. \$22,458.00 2xxx,3xxx Supplemental/ Concentration Bilingual Coord. B. \$12,000.00 5xxx Supplemental/ Concentration Contracted Services C. \$20,500.00 4xxx Supplemental/ Concentration Computers D. \$22,000.00 4xxx

			Supplemental/ Concentration Materials E. \$485.00 4xxx Other Materials
<p>Increased monitoring and services.</p> <p>A. Read 180 (intervention program) to include EL students and Special Education students.</p> <p>B. ELD Tutoring</p>	Districtwide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>A. \$1,800.00 5xxx Other Contracted Services B. \$5,715.00 1xxx,3xxx Supplemental Concentration Certificated Staff</p>
<p>Provide opportunities for professional development focusing on the needs of English Language Learners.</p>	ALL	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3,000.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Provide bilingual instructional aide hours to support EL student learning.</p> <p>A. Two bilingual instructional aide positions</p> <p>B. Two additional 4 hour bilingual instructional aide positions</p>	ALL	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>A. \$27,173.00 2xxx,3xxx Supplemental/ Concentration Bilingual Instructional Aide B. \$21,439.00 2xxx,3xxx Supplemental/ Concentration Bilingual Instructional Aide</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Priority 4: Student Achievement

A. Statewide assessments

Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were:

2012-2013 (most recent data)

ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 %

2013-2014 5th & 8th Grade students Science CST:

5th Grade: 21%; 8th Grade: 31%

Student proficiency rate on statewide assessments will continue to increase, as verified by CAASPP scores. Continue to improve Student Reading and Math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores.

D. Percentage of English Learners who make progress toward English proficiency:

2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient, as verified by CELDT

EL English proficiency annual growth, as verified by Title III Accountability Data:

2012-2013

AMAO 1 – 58.2 %; AMAO 2 (less than 5 years) – 23.1%

2013-2014

AMAO 1 – 61.9 %; AMAO 2 (less than 5 years) – 15.5%; AMAO 2 (5 years or more) – 45.2%

Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT.

E. English Learner reclassification rate:

2013-2014: 7.5%; 2014-2015: 5.0%

English Learner reclassification rate will increase, as verified district’s reclassification process.

Priority 5: Student Engagement:

A. 2013/2014 Attendance Rates, as verified by SIS attendance reports:

P1-96.06%, P2-95.76%, Annual 95.60%

2014/2015

P1-96.03%, P2-94.97%

District attendance rate will increase, as verified by SIS attendance reports.

B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports:

Chronic absenteeism rate 1.7%

2014/2015

Chronic absenteeism rate 1.6%

District will work on decreasing chronic absenteeism, as verified by SIS attendance reports.

C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest) Dropout rate: 0% District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain EL Program (Master Plan) for English Learners. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed. C. Additional ELD Technology D. ELD Program instructional materials E. ELD Program test kits	ALL	__ALL ----- OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	A. \$23,687.00 2xxx,3xxx Supplemental/ Concentration Bilingual Coord. B. \$12,000.00 5xxx Supplemental/ Concentration Contracted Services C. \$18,500.00 4xxx Supplemental/ Concentration Computers D. \$22,000.00 4xxx Supplemental/ Concentration Materials E. \$485.00 4xxx Other Materials

<p>Increased monitoring and services.</p> <p>A. Continue Read 180 (intervention program) to include EL students and Special Education students.</p> <p>B. Continue ELD Tutoring</p>	<p>Districtwide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>Special Education</u></p>	<p>A. \$1,800.00 5xxx Other Contracted Services B. \$5,807.00 1xxx,3xxx Supplemental Concentration Certificated Staff</p>
<p>Continue to provide opportunities for professional development focusing on the needs of English Language Learners.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Provide bilingual instructional aide hours to support EL student learning.</p> <p>A. Two bilingual instructional aide positions</p> <p>B. Two additional 4 hour bilingual instructional aide positions</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$30,745.00 2xxx,3xxx Supplemental/ Concentration Bilingual Instructional Aide B. \$22,772.00 2xxx,3xxx Supplemental/ Concentration Bilingual Instructional Aide</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: Student Achievement</p> <p>A. Statewide assessments</p> <p>Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were:</p>
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	<p>2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31%</p> <p>Student proficiency rate on statewide assessments will continue to increase, as verified by CAASPP scores. Continue to Improve Student Reading and Math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores.</p> <p>D. Percentage of English Learners who make progress toward English proficiency, as verified by CELDT. 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient EL English proficiency annual growth, as verified by Title III Accountability Data: 2012-2013 AMAO 1 – 58.2 %; AMAO 2 (less than 5 years) – 23.1% 2013-2014 AMAO 1 – 61.9 %; AMAO 2 (less than 5 years) – 15.5%; AMAO 2 (5 years or more) – 45.2%</p> <p>Percentage of English Learners who make progress toward English proficiency will continue to increase.</p> <p>E. English Learner reclassification rate, as verified by CELDT. 2013-2014: 7.5% 2014-2015: 5.0%</p> <p>English Learner reclassification rate will increase, as verified district’s reclassification process.</p> <p>Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97%</p> <p>District attendance rate will increase, as verified by SIS attendance reports.</p> <p>B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6%</p> <p>District will work on decreasing chronic absenteeism, as verified by SIS attendance reports.</p> <p>C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest) Dropout rate: 0%</p> <p>District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Maintain EL Program (Master Plan) for English Learners.</p> <ul style="list-style-type: none"> A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed. C. Additional ELD Technology D. ELD Program instructional materials E. ELD Program test kits 	<p>ALL</p>	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> X </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>A. \$24,621.00 2xxx,3xxx Supplemental/ Concentration Bilingual Coord. B. \$12,000.00 5xxx Supplemental/ Concentration Contracted Services C. \$7,600.00 4xxx Supplemental/ Concentration Computers D. \$22,000.00 4xxx Supplemental/ Concentration Materials E. \$485.00 4xxx Other Materials</p>
<p>Increased monitoring and services.</p> <ul style="list-style-type: none"> A. Continue Read 180 (intervention program) to include EL students and Special Education students. B. Continue ELD Tutoring 	<p>Districtwide</p>	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> X </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> X </u>Other Subgroups:(Specify)<u>Special Education</u></p>	<p>A. \$1,800.00 5xxx Other Contracted Services B. \$5,900.00 1xxx,3xxx Supplemental Concentration Certificated Staff</p>

<p>Continue to provide opportunities for professional development focusing on the needs of English Language Learners.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Provide bilingual instructional aide hours to support EL student learning. A. Two bilingual instructional aide positions B. Two additional 4 hour bilingual instructional aide positions</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>A. \$31,426.00 2xxx,3xxx Supplemental/ Concentration Bilingual Instructional Aide B. \$26,266.00 2xxx,3xxx Supplemental/ Concentration Bilingual Instructional Aide</p>

<p>GOAL:</p>	<p>Goal 7: Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards (CCSS), including English Language Development by initiating personalized learning through release time, after school workshops, conferences, webinars, etc.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>LCAP outreach (meetings and surveys) to stakeholder groups determined there is a need for Professional Development to increase knowledge of CCSS, and technology integration to improve student achievement.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-2016</p>		
<p>Expected Annual Measurable</p>	<p>Priority 2: Implementation of State Standards A. Implementation of state board academic content and performance standards for all students:</p>	

<p>Outcomes:</p>	<p>Continue to use CCSS “Go Math” curriculum in all classrooms, as verified by CCSS instructional materials and classroom observations. Continue to research CCSS ELA curriculum. Additional technology is needed to support CCSS technology integration, as verified by technology audits.</p> <p>B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic contact knowledge and English Language Proficiency</p> <p>Stakeholders determined Actions/Services provided in A can best be provided to “all students” and subgroups. EL students will continue to use <i>Imagine Learning</i> program (Goal 6), 60 minutes daily pullout instruction, which is closely aligned with Common Core and ELD standards, as verified by Imagine Learning rosters and achievement reports.</p> <p>CCSS Professional Development and CCSS technology integration will be provided to all teachers and paraprofessionals, as verified by sign in sheets, professional development agendas, and conference registrations.</p> <p>Priority 4: Student Achievement</p> <p>A. Statewide assessments</p> <p>Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31%</p> <p>Student proficiency rate on statewide assessments will increase, as verified by CAASPP scores. Improve Student Reading and Math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores.</p> <p>D. Percentage of English Learners who make progress toward English proficiency, as verified by CELDT. 2013-2014 CELDT (most recent data): 8.8% English proficient</p> <p>Percentage of English Learners who make progress toward English proficiency will increase.</p> <p>E. English Learner reclassification rate, as verified by CELDT. 2013-2014: 7.5% 2014-2015: 5.0%</p> <p>District’s English Learner reclassification rate will increase, as verified by the district’s reclassification process.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc.</p> <p>Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$14,200.00</p> <p>5xxx</p> <p>Supplemental/ Concentration</p> <p>Other</p> <p>Base</p> <p>Contracted Services</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 2: Implementation of State Standards</p> <p>A. Implementation of state board academic content and performance standards for all students: Continue to use CCSS “Go Math” curriculum in all classrooms, adopt and implement CCSS ELA curriculum, as verified by CCSS instructional materials and classroom observations. Research CCSS Science curriculum. Additional technology is needed to support CCSS technology integration, as verified by technology audits.</p> <p>B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic contact knowledge and English Language Proficiency Stakeholders determined Actions/Services provided in A can best be provided to “all students” and subgroups. EL students will continue to use <i>Imagine Learning</i> program (Goal 6), 60 minutes daily pullout instruction, which is closely aligned with Common Core and ELD standards, as verified by Imagine Learning rosters and achievement reports.</p> <p>CCSS Professional Development and CCSS technology integration will be provided to all teachers and paraprofessionals, as verified by sign in sheets, professional development agendas, and conference registrations.</p> <p>Priority 4: Student Achievement</p> <p>A. Statewide assessments</p> <p>Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will continue to increase, as verified by SBAC (CAASPP).</p> <p>D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient</p>
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	<p>Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will continue to increase, as verified by the district’s reclassification process.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc.</p> <p>Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$14,200.00 5xxx Supplemental/ Concentration Other Base Contracted Services</p>
<p>LCAP Year 3: 2017-2018</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 2: Implementation of State Standards A. Implementation of state board academic content and performance standards for all students: Continue to use CCSS “Go Math” curriculum and CCSS ELA curriculum in all classrooms, adopt and implement CCSS Science curriculum, as verified by CCSS instructional materials and classroom observations. Additional technology is needed to support CCSS technology integration, as verified by technology audits. B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic contact knowledge and English Language Proficiency Stakeholders determined Actions/Services provided in A can best be provided to “all students” and subgroups. EL students will continue to use <i>Imagine Learning</i> program (Goal 6), 60 minutes daily pullout instruction, which is closely aligned with Common Core and ELD standards, as verified by Imagine Learning rosters and achievement reports.</p> <p>CCSS Professional Development and CCSS technology integration will be provided to all teachers and paraprofessionals, as verified by sign in sheets, professional development agendas, and conference registrations.</p> <p>Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were:</p>		

<p>2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will continue to increase, as verified by SBAC (CAASPP). C. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. D. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will continue to increase, as verified by the district's reclassification process.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc.</p> <p>Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.</p>	<p>Districtwide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$14,200.00 5xxx Supplemental/ Concentration Other Base Contracted Services</p>

<p>GOAL:</p>	<p>Goal 8: Improve and/or increase the number and types of opportunities for parents to meaningfully participate in the education of all students, with emphasis on identified subgroups.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>LCAP outreach (meetings and surveys) to stakeholder groups determined there is a need to increase parent involvement. In particular is concern for more parent participation by English Learner parents.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p style="text-align: center;">LCAP Year 1: 2015-2016</p>		

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: Parent Involvement A. Efforts to seek parent input: Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input. Increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment. B. Promotion of parent participation in programs for unduplicated counts: Stakeholders determined that efforts to increase parent involvement listed can best be provided to “all students” and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to join ELAC, and ELD Parent Club. EL parent’s participation in school activities this year is increasing due to outreach to this subgroup with parent involvement and fundraising. A translator was available at all parent outreach meetings. Increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment. C. Promotion of parent participation in programs for exceptional needs Stakeholders determined that efforts to increase parent involvement listed can best be provided to “all students” and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to be a part of the SST, 504, and IEP process. Increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Parent information nights (Parent Academy) to broaden parents understanding and strategies to support their child’s learning. Explore other opportunities for parents to become more involved in their child’s education.</p>	<p>Districtwide</p>	<p><u> </u>X ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$386.00 2xxx,3xxx Supplemental/ Concentration Support Staff</p>

Provide translators for school-family communications to encourage EL parents to participate in their student's education.	ALL	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$100.00 2xxx,3xxx Supplemental/ Concentration Support Staff
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>Priority 3: Parent Involvement</p> <p>A. Efforts to seek parent input: Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input. Continue to increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.</p> <p>B. Promotion of parent participation in programs for unduplicated counts: Stakeholders determined that efforts to increase parent involvement listed can best be provided to "all students" and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to join ELAC, and ELD Parent Club. EL parent's participation in school activities this year is increasing due to outreach to this subgroup with parent involvement and fundraising. A translator was available at all parent outreach meetings. Continue to increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.</p> <p>C. Promotion of parent participation in programs for exceptional needs Stakeholders determined that efforts to increase parent involvement listed can best be provided to "all students" and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to be a part of the SST, 504, and IEP process. Continue to increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Parent information nights (Parent Academy) to broaden parents understanding and strategies to support their child’s learning.</p> <p>Explore other opportunities for parents to become more involved in their child’s education.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$399.00</p> <p>2xxx,3xxx</p> <p>Supplemental/ Concentration Support Staff</p>
<p>Provide translators for school-family communications to encourage EL parents to participate in their student’s education.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100.00</p> <p>2xxx,3xxx</p> <p>Supplemental/ Concentration Support Staff</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: Parent Involvement</p> <p>A. Efforts to seek parent input:</p> <p>Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings.</p> <p>Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input.</p> <p>Continue to increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.</p> <p>B. Promotion of parent participation in programs for unduplicated counts:</p> <p>Stakeholders determined that efforts to increase parent involvement listed can best be provided to “all students” and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings.</p> <p>Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to join ELAC, and ELD Parent Club.</p>
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	<p>EL parent's participation in school activities this year is increasing due to outreach to this subgroup with parent involvement and fundraising. A translator was available at all parent outreach meetings. Continue to increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.</p> <p>C. Promotion of parent participation in programs for exceptional needs Stakeholders determined that efforts to increase parent involvement listed can best be provided to "all students" and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to be a part of the SST, 504, and IEP process. Continue to increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parent information nights (Parent Academy) to broaden their understanding and strategies to support their child's learning.</p> <p>Explore other opportunities for parents to become more involved in their child's education.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>406.00 2xxx,3xxx Supplemental/ Concentration Support Staff</p>
<p>Provide translators for school-family communications to encourage EL parents to participate in their student's education.</p>	ALL	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100.00 2xxx,3xxx Supplemental/ Concentration Support Staff</p>

GOAL:	Goal 9: Increase the rate of attendance for the current school year and maintain in future years.		Related State and/or Local Priorities: 1__ 2__ 3_ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Attendance reports reviewed by Stakeholder groups determined there is a need to increase the rate of attendance.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97% District attendance rate will increase, as verified by SIS attendance reports. B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6% District will work on decreasing chronic absenteeism, as verified by SIS attendance reports. C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest) Dropout rate: 0% District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance Clerk hours to monitor attendance and act as a liaison between school and home for students with attendance issues. Evaluate reasons for absenteeism and implement attendance action plan.	Districtwide	__X__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,183.00 2xxx,3xxx Supplemental/ Concentration Attendance Clerk

<p>Attendance Outreach Identify students who exhibit chronic absenteeism and lack of engagement. Students will receive the supports and incentives (district will develop and determine incentives) needed to maintain good attendance.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000.00 4xxx Supplemental/ Concentration Materials</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97% District attendance rate will increase, as verified by SIS attendance reports. B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6% District will work on decreasing chronic absenteeism, as verified by SIS attendance reports. C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest) Dropout rate: 0% District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain Attendance Clerk hours to monitor attendance and act as a liaison between school and home for students with attendance issues. Evaluate reasons for absenteeism and implement attendance action plan.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,247.00 2xxx,3xxx Supplemental/ Concentration Attendance Clerk</p>

<p>Continue Attendance Outreach Identify students who exhibit chronic absenteeism and lack of engagement. Students will receive the supports and incentives (district will develop and determine incentives) needed to maintain good attendance.</p>	<p>Districtwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,000.00 4xxx Supplemental/ Concentration Materials</p>
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97% District attendance rate will increase, as verified by SIS attendance reports. B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6% District will work on decreasing chronic absenteeism, as verified by SIS attendance reports. C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest) Dropout rate: 0% District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

<p>Maintain Attendance Clerk hours to monitor attendance and act as a liaison between school and home for students with attendance issues.</p> <p>Evaluate reasons for absenteeism and implement attendance action plan.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,296.00</p> <p>2xxx,3xxx</p> <p>Supplemental/ Concentration Attendance Clerk</p>
<p>Continue Attendance Outreach</p> <p>Identify students who exhibit chronic absenteeism and lack of engagement. Students will receive the supports and incentives (district will develop and determine incentives) needed to maintain good attendance.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000.00</p> <p>4xxx</p> <p>Supplemental/ Concentration Materials</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: District will hire 100% fully credentialed teachers to ensure they are highly qualified to improve services to all students in all subject areas.</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>All teachers will be 100% compliant to improve services to all students. Retain highly qualified teachers. Metric: Credential audits, teacher assignments, master schedule, classroom observations, CAASPP (state test) scores, API scores</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: All teachers are 100% compliant and are properly assigned, including EL Authorization/CLAD, as verified by Williams report and credential audits. Master schedule (PowerSchool SIS) shows all students have access and are enrolled in required areas of study, taught by highly qualified teachers. District conducted collective bargaining with certificated staff and bargaining team in a means to retain highly qualified teachers. Came to agreement on issues regarding salary and working conditions in an effort to retain highly qualified teachers. B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials: Every pupil has sufficient access to standard-aligned instructional materials, as verified by the Williams report and classroom observations. C. School facilities are in good repair. School is in good repair, as verified by the Williams report /FIT report.</p> <p>Priority 4: Student Achievement A. Statewide assessments: CAASPP assessments were officially administered in 2014-2015 and official scores are not available.</p>

			<p>Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: In 2012-2013 ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % In 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% D. Percentage of English Learners who make progress toward English proficiency, as verified by CELDT: 2013-2014: 8.8% 2014-2015: 6.1% E. English Learner reclassification rate, as verified by CELDT: 2013-2014: 7.5% 2014-2015: 5.0% Student Achievement data indicates student achievement proficiency rates need to increase.</p> <p>Based on the review of progress Stakeholders agree that all programs and services were effective.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure 100% of teachers have appropriate subject matter authorization and required certification. District will ensure new hires are 100% fully credentialed in appropriate assignments under NCLB, including EL Authorization/CLAD Certificate.	No additional cost to district at this time.	100% of district teachers have appropriate subject matter authorization and required certification.	No Additional Cost
Scope of service: ALL <u> </u> X_ALL		Scope of service: ALL <u> </u> X_ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Conduct collective bargaining annually.	No additional cost to district at this time.	Base educational program provided and includes associated materials and contracted services. District replaced one teacher and hired an additional teacher to cover size of the kindergarten class. Both teachers are highly qualified under NCLB. Scheduled meetings with certified staff bargaining team.	\$1,993,213.00 1-5xxx Base Instructional/ Support Staff Materials/ Contracted Services
Scope of service:	ALL	Scope of service:	ALL
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In the 2014-2015 LCAP we did not include the base education program expenditures, stakeholders determined Actions/Services listed should address the base educational program funded with LCFF base funding. Estimated Actual Annual Expenditures include the 2014-2015 base education program expenditures. Stakeholders reviewed the related state priorities and determined that state priorities 2, 7 are no longer appropriate for this goal, there for both were eliminated in 15-16.		

Original GOAL from prior year LCAP:	Goal 2: All students will be provided a clean, healthy, physically and emotionally safe learning environment. Improve the climate of the school sites with regards to student behavior and positive supports.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:		Schools:	All
		Applicable Pupil Subgroups:	All
<p>Expected Annual Measurable Outcomes:</p>	<p>Facility repairs, upgrades, and modernization, energy efficiency upgrades. Additional yard duty personnel. Implement Anti-Bullying Program. "Effective Behavior Management" Training for all staff. Counseling Services Metric: Williams Audit, FIT Report, California Healthy Kids Survey, Parent, Student, and Staff surveys, attendance rates, suspension rates</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: All teachers are 100% compliant and are properly assigned, including EL Authorization/CLAD, as verified by Williams report and credential audits. Master schedule (PowerSchool SIS) shows all students have access and are enrolled in required areas of study, taught by highly qualified teachers. District conducted collective bargaining with certificated staff and bargaining team in a means to retain highly qualified teachers. Came to agreement on issues regarding salary and working conditions in an effort to retain highly qualified teachers. B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials: Every pupil has sufficient access to standard-aligned instructional materials, as verified by the Williams report and classroom observations. C. School facilities are in good repair. School is in good repair, as verified by the Williams report /FIT report. Stakeholder outreach (parent, student, staff surveys and meetings) indicate school cleanliness and maintenance still need improvement. 2014/2015 Parent/Staff LCAP surveys indicate 63% of parents/staff and 100% of students who took the survey are concerned with cleanliness and maintenance.</p> <p>Priority 6: School Climate A. Student suspension rate, as verified by SIS/CALPADS data: 2013/2014 Suspension Rate: 8%</p>

		<p>2014/2015 Suspension Rate: 3%</p> <p>B. Student expulsion rate, as verified by SIS/CALPADS data: 2013/2014 Expulsion Rate: 0.47% 2014/2015 Expulsion Rate: 0%</p> <p>C. School safety and school connectedness: With the implementation of “Effective Behavior Management”, additional yard duty personnel, and student counseling, suspension/expulsion rates have decreased. <i>Character Counts</i> program implemented late in the year, 2015-2016 will use as a base year to see if program is effective. Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is still a need to improve bullying and provide counseling services to at risk students. 2014/2015 Parent/Staff LCAP surveys indicate 36% of parents/staff and 32% of students who took the survey are concerned with bullying and student behavior. 2013-2014 California Healthy Kids survey indicates 32% of 7th grade students experienced harassment or bullying.</p> <p>Based on the review of progress Stakeholders agree that all programs and services were effective.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Facility repairs, upgrades, and modernization	\$126,908.00	A. Parking lot repairs	A. \$1500.00
B. Energy efficiency upgrades	4xxx-5xxx \$8,640.00	B. Energy Efficiency Upgrades (outdoor lighting upgrades)	5xxx Base Contracted Services
C. Additional yard duty personnel	2xxx-3xxx \$10,000.00		B. \$8,000.00

<p>D. Implement Anti-Bullying Program, revisit bullying policies and procedures, administration and staff meetings to address bullying.</p> <p>E. "Effective Behavior Management" training.</p> <p>F. Counseling services</p>	<p>1xxx,2xxx,3xxx ,5xxx \$5,000.00 5xxx Funding Source: LCFF Base, Supplemental Concentration, Title 1</p>	<p>C. One additional yard duty personnel added.</p> <p>D. <i>Character Counts Program</i> implemented which includes anti-bullying. Reviewed and updated bullying policies and procedures.</p> <p>D-1. A training was offered to all staff and administration to address bullying, bullying assembly provided to all students.</p> <p>E. Staff participated in "Effective Behavior Management" training.</p> <p>F. Counseling services provided to students as needed.</p>	<p>5xxx Other Contracted Services C. \$1,261.00 2xxx-3xxx Other Supervision Aide D. \$2,723.00 4xxx Supplemental/ Concentration Materials D.1 \$1,500.00 5xxx Supplemental/ Concentration Contracted Services E. \$10,575.00 4xxx-5xxx Supplemental Concentration/ Other Materials Contracted Services F. \$5,500.00 5xxx Supplemental/ Concentration Contracted Services</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><u> </u>X_ALL</p>		<p><u> </u>X_ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders determined budgeted expenditures for parking lot repairs were not used; project pushed backed to the summer due to restrictions to the area during school hours. Budgeted expenditures for school painting were not used; project moved to 2016-2017. Stakeholders reviewed the related state priorities and determined that state priorities 4, 5 are no longer appropriate for this goal, there for have been eliminated in 15-16.		

Original GOAL from prior year LCAP:	Goal 3. Implement academic content and performance standards adopted by the state board (Common Core State Standards, CCSS) for all students, including English Learners through high quality instruction with technology integration for acquisition of 21stCentury Learning skills to prepare our students for College and Career.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Classrooms in the district will begin to implement CCSS in English Language Arts and Math. CCSS instruction materials will be adopted. Improve student access to technology to support CCSS. Metric: CCSS instructional materials, student assessment data, CAASPP scores, API scores, classroom observations, and technology audit.	Actual Annual Measurable Outcomes:	Priority 2: Implementation of State Standards: A. Implementation of state board academic content and performance standards for all students: CCSS Houghton Mifflin Math instructional materials were adopted and are being implemented in grades K-8. Audits of classroom instructional materials and classroom observations indicate CCSS math, all other subject state standards are used districtwide. All classrooms have standards--aligned instructional materials, as verified by the Williams report. CCSS English Language Arts will be researched 2015-2016. Technology upgrades were made to support CCSS technology integration. With wireless access points added to every classroom and the addition of 40 laptops
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		<p>for CCSS technology integration, classroom observations and technology audit indicates that students are able to collaborate and communicate with each other on projects and daily lessons. Students have the opportunity to research and access information in response to whatever topics they have studied. Furthermore, students utilize their GAFE (Google Apps for Education) resources to take ownership of their own learning.</p> <p>B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic content knowledge and English Language Proficiency: Stakeholders determined that quality educational services listed in A can best be provided to “all students” and subgroups.</p> <p>In Addition, Imagine Learning Program (Goal 6) was implemented for English Learner and is aligned to CCSS and ELD standards. Implemented late in the year due to change in administration, will use 2015-2016 as a base year to see if program is effective.</p> <p>Based on the review of progress Stakeholders agree that all programs and services were effective.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Adopt CCSS instructional materials for English Language Arts and Math and implement in all classrooms.	Expenditures: \$50,000.00 4xxx	A. Adopted and Implemented CCSS Houghton Mifflin “Go Math” in all grade levels. Researched ELA CCSS curriculum.	A. \$63,342.00 4xxx Other, Materials
B. Improve network infrastructure by adding additional wireless access points.	\$60,100.00 4xxx-5xxx Funding	B. Upgraded network infrastructure by adding a wireless access point to every classroom.	B. \$48,476.00 5xxx Supplemental/ Concentration

C. 40 laptops for classroom use for CCSS technology integration.		Source: LCFF Base, Supplemental Concentration, CCSS Grant	C. Purchased 40 laptops for CCSS technology integration.		Contracted Services C. \$25,783.00 4xxx Supplemental/ Concentration Computers
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Stakeholders determined Actual Annual Expenditures were more than budgeted due to CCSS "Go Math" priced higher than expected. Upgrade to network infrastructure (additional wireless hubs) was also higher than expected. Stakeholders reviewed the related state priorities and determined that state priorities 1, 4 are no longer appropriate for this goal, there for have been eliminated in 15-16.			

Original GOAL from prior year LCAP:	Goal 4: Increase opportunities for students to participate in enrichment opportunities and advanced coursework (GATE, music, art).	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Investigate Gifted and Talented Education (GATE), and music/art program curriculum. Metric: Instructional materials, master schedule, CAASPP scores, API scores, classroom observations, student/parent surveys.	Actual Annual Measurable Outcomes: Priority 4: Student Achievement A. Statewide assessments: CAASPP assessments were officially administered in 2014-2015 and official scores are not available. Proficiency rate for students taking the STAR

		<p>(Standardized Testing and Reporting) were: In 2012-2013 ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % In 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31%</p> <p>D. Percentage of English Learners who make progress toward English proficiency, as verified by CELDT: 2013-2014: 8.8% 2014-2015: 6.1%</p> <p>E. English Learner reclassification rate, as verified by CELDT: 2013-2014: 7.5% 2014-2015: 5.0%</p> <p>Student Achievement data indicates student achievement proficiency rates need to increase.</p> <p>Priority 7: Course Access: A. A broad course of study including courses described under sections 51210 and 51220(a)-(i), as applicable: All pupils have access and are enrolled in required areas of study, as verified by Master Schedule (SIS). Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is a need for a Music/Arts program. 2014/2015 Parent/Staff LCAP surveys indicate 91% of parents/staff and 38% of students who took the survey would like a Music/Arts program. Stakeholder input indicate that GATE is not a priority at this time. Tops Scientist visits all classrooms monthly, as verified by classroom teachers and observations.</p> <p>B. Program and services developed and provided to unduplicated pupils: Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to “all students” and subgroups.</p>
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			<p>C. Program and services developed and provided to individuals with exceptional needs: Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to “all students” and subgroups. Priority 8: Other Student Outcomes: A. Other areas of student performance in required areas of study: Investigate participation in county academic events, as verified by pupil participation log.</p> <p>Based on the review of progress Stakeholders agree that all programs and services were effective.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Investigate GATE curriculum. B. Investigate music/arts curriculum. C. Tops Scientist	Expenditures: \$1,400.00 5xxx Funding Source: LCFF Base	A. GATE – See changes below B. Will focus on a Music and Arts program for 2015-2016. Began to research curriculum. Possible parent volunteers to participate in enrichment opportunities for students. C. Tops Scientist visited classrooms monthly.	C.\$1,400.00 5xxx Base Contracted Services
Scope of service: ALL		Scope of service: ALL	
<u> </u> X ALL		<u> </u> X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholder input indicates that a GATE program is not a priority at this time, stakeholders agreed that district will focus on a Music and Arts program. Stakeholders reviewed the related state priorities and determined that state priority 3 is no longer appropriate for this goal, there for it has been eliminated in 15-16. Stakeholders reviewed the related state priorities and determined that state priority 8 is appropriate for this goal and will be added in 15-16.
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Original GOAL from prior year LCAP:	Goal 5: Improve API annually using the California Assessment of Student Performance and Progress (CAASPP)	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Establish a baseline State designated target on CAASPP. Improve students reading and math levels. Metric: CAASPP scores, API scores, student assessment data, attendance rates	Actual Annual Measurable Outcomes:	Priority 4: Student Achievement A. Statewide assessments: CAASPP assessments were officially administered in 2014-2015 and official scores are not available. Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: In 2012-2013 ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % In 2013-2014 5 th & 8 th Grade students Science CST: 5 th Grade: 21%; 8 th Grade: 31% D. Percentage of English Learners who make progress toward English proficiency, as verified by CELDT:
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		<p>2013-2014: 8.8% 2014-2015: 6.1% E. English Learner reclassification rate, as verified by CELDT: 2013-2014: 7.5% 2014-2015: 5.0%</p> <p>Student Achievement data indicates student achievement proficiency rates need to increase Student assessment software and Accelerated Reader program implemented late in the year due to change in administration. Will use 2015-2016 as a base year to see how effective these services are. Student participation in tutoring program: 3 % of students participated in tutoring program of which half of those were English Learners/RFEP, as verified by student sign in sheets. Teacher input indicates that students in tutoring program are making adequate progress.</p> <p>Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97% B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6% C. 2013/2014 Middle school dropout rates, as verified by Calpads/CDE data reporting. Dropout rate: 0% Data indicates there is still a need to increase student attendance rates. Students who attend school regularly</p>
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			have been shown to achieve at higher levels than students who do not have regular attendance.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>A. Establish a baseline State designated target on CAASPP.</p> <p>B. Purchase Student Assessment software.</p> <p>C. Improve students reading and math levels by implementing Accelerated Reader and Accelerated Math intervention programs.</p> <p>D. Tutoring Program</p>	<p>Expenditures: \$15,100.00 5xxx \$5,500.00 1xxx Funding Source: LCFF Base, Supplemental Concentration</p>	<p>A. CAASPP baseline target TBD (2015 CAASPP scores)</p> <p>B. Implemented Renaissance STAR360 Assessment software.</p> <p>C. Implemented Renaissance Accelerated Reader. Math intervention program will be researched and implemented 2015-2016.</p> <p>D. Tutoring Program</p>	<p>B. \$2128.00 5xxx Supplemental/ Concentration/ Contracted Services C. \$9073.00 5xxx Supplemental/ Concentration Contracted Services D. No cost</p>
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>A. For redesignated fluent English proficient pupils: Provide additional academic assessment and support for reclassified students who have not made adequate progress.</p>	<p>Expenditures: No cost beyond the costs for support and</p>	<p>A. Identified reclassified students who are not making adequate progress. Additional assessment and support provided to students, Read 180 and tutoring as provided in Goal 6.</p>	<p>No cost beyond the costs for support and intervention above and Read 180 and tutoring</p>

		intervention above.		as provided in Goal 6.
Scope of service:	Districtwide		Scope of service:	Districtwide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders agreed that Accelerated Math will be replaced with another math intervention program (TBD) and implemented 2015-2016 per new principal request.			

Original GOAL from prior year LCAP:	Goal 6: Increase student achievement for English Learners (EL).		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners	
Expected Annual Measurable Outcomes:	English Learners (EL) will increase at least one level in English proficiency. Metric: EL instructional materials, CELDT and other student assessment data, % of Proficient ELs, EL reclassification rate, EL attendance rates	Actual Annual Measurable Outcomes:	Priority 4: Student Achievement A. Statewide assessments: CAASPP assessments were officially administered in 2014-2015 and official scores are not available. Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013

		<p>Overall: ELA: 38.9%; Math: 40.2%; History: 27.8%; Science: 38.0 % English Learner: ELA: 15.0%; Math: 30.0%; History: 0%; Science: 0% 2013-2014 5th & 8th Grade students Science CST: Overall: 5th Grade: 36.0% 8th Grade: 45% English Learner: 5th Grade: 11.0% 8th Grade: 0% D. Percentage of English Learners who make progress toward English proficiency, as verified by CELDT: 2013-2014: 8.8% 2014-2015: 6.1% EL English proficiency annual growth, as verified by Title III Accountability Data: 2012-2013 AMAO 1 – 58.2 % AMAO 2 (less than 5 years) – 23.1% 2013-2014 AMAO 1 – 61.9 % AMAO 2 (less than 5 years) – 15.5% AMAO 2 (5 years or more) – 45.2% E. English Learner reclassification rate, as verified by CELDT: 2013-2014: 7.5% 2014-2015: 5.0%</p> <p>New ELD program and ELD Master Plan being developed to implement 2015-2016, will improve services to English Learners. All teachers have ELD/CLAD authorization (delivery of SDAIE instructional strategies), as verified by credential audits. EL <i>Imagine Learning</i> program (computer based, closely aligned with Common Core and ELD standards)</p>
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		<p>implemented late in the year due to change in administration. All EL students in grade K-8 who scored Intermediate or below on CELDT 2014-2015 (58% EL population) are participating in the program at this time, as verified by program participation rosters. Will use 2015-2016 as a base year to see if EL students are making adequate progress. 100 % of bilingual aides participated in Imagine Learning professional development prior to implementing <i>Imagine Learning</i>, as verified by sign in sheets and agenda. Additional EL bilingual aide hours has enabled district to implement <i>Imagine Learning</i>.</p> <p>Read 180 intervention was provided to Special Education students and English Learner students. 46% of Special Education students enrolled in the program show positive content growth, as verified by Read 180 completion reports.</p> <p>10% of English Learners enrolled in the program show positive content growth, as verified by Read 180 completion reports.</p> <p>Priority 5: Student Engagement:</p> <p>A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97%</p> <p>B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6%</p> <p>C. 2013/2014 Middle school dropout rates, as verified by Calpads/CDE data reporting. Dropout rate: 0%</p>
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		<p>Data indicates there is still a need to increase student attendance rates. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.</p> <p>Based on the review of progress Stakeholders agree that all programs and services were effective.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>A. Reexamine districts English Language Development (ELD) Program and make needed adjustments.</p> <p>B. Increased monitoring and services. Expand special education Read 180 (intervention program) to include EL students.</p> <p>C. Provide opportunities for professional development focusing on the needs of English Language Learners.</p> <p>D. Provide additional bilingual instructional aide hours to support student learning.</p>	<p>Expenditures: \$1,800.00 5xxx \$25,000.00 4xxx \$10,000.00 1xxx,2xxx,3xx,5xxx \$8,860.00 2xxx-3xxx Funding Source: Supplemental Concentration</p>	<p>A. Developing new ELD program and Master Plan</p> <ol style="list-style-type: none"> 1. New Bilingual Coordinator Position 2. EL Materials 3. Implemented Imagine Learning (ELD student computer program) 4. Purchased 20 student laptops for Imagine Learning w/laptop charging station. <p>B. Special Education Read 180, additional EL intervention: Read180, after school tutoring.</p> <p>C. Professional development focused on Imagine Learning software.</p> <p>D. Added additional bilingual instructional aide hours to support student learning.</p>	<p>A.1 \$19,498.00 2xxx,3xxx Supplemental/ Concentration Bilingual Coordinator A.2 \$485.00 4xxx Other Materials A.3 \$10,667.00 5xxx Supplemental/ Concentration Contracted Services A.4 \$14,343.78 4xxx Supplemental/ Concentration Computers B. \$1800.00 5xxx Other</p>

				Contracted Services \$5,622.00 1xxx,3xxx Supplemental/ Concentration Certificated Staff C. \$1,000.00 5xxx Supplemental/ Concentration Contracted Services D. \$8,926.00 2xxx,3xxx Supplemental/ Concentration Instructional Bilingual Aide
Scope of service:	ALL		Scope of service:	Districtwide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u> _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In the process of developing ELD Master Plan, will be completed 2015-2016. Stakeholders determined that Action/Services B (Read 180) serves Special Education pupils in addition to English Learners. Stakeholders reviewed the related state priorities and determined that state priority 1 is no longer appropriate for this goal, there for it has been eliminated in 15-16.		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 7: Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards (CCSS), including English Language Development by initiating personalized learning through release time, after school workshops, conferences, webinars, etc.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Develop and Implement an annual Professional Development Plan. Metric: Professional Development evaluations, number of teachers trained, teacher assignments, CAASP scores, API scores, student assessment data, classroom observations.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 2: Implementation of State Standards A. Implementation of state board academic content and performance standards for all students: CCSS Houghton Mifflin Math instructional materials were adopted and are being implemented in grades K-8. Audits of classroom instructional materials and classroom observations indicate CCSS math, and all other subject state standards are used districtwide. All classrooms have standards--aligned instructional materials as documented by the Williams Act. CCSS English Language Arts will be researched 2015-2016. Teachers and instructional aides were provided CCSS math (Go Math) training, 100% of teachers participated, as verified by staff sign in sheets. 2 staff members attended Common/Core Technology Conference, CCSS teaching strategies and CCSS technology integration strategies were brought back and shared with staff. Ongoing technology workshops were offered throughout the year to staff and instructional aides, as verified by workshop agendas. B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose</p>

		<p>of gaining academic content knowledge and English Language Proficiency: Stakeholders determined that quality educational services listed in A can best be provided to “all students” and subgroups. In Addition, Imagine Learning Program (Goal 6) was implemented for English Learner and is aligned to CCSS and ELD standards. Implemented late in the year due to change in administration, will use 2015-2016 as a base year to see if program is effective.</p> <p>Priority 4: Student Achievement A. Statewide assessments: CAASPP assessments were officially administered in 2014-2015 and official scores are not available. Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: In 2012-2013 ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % In 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% D. Percentage of English Learners who make progress toward English proficiency, as verified by CELDT: 2013-2014: 8.8% 2014-2015: 6.1% E. English Learner reclassification rate, as verified by CELDT: 2013-2014: 7.5% 2014-2015: 5.0% Student Achievement data indicates student achievement proficiency rates need to increase. Professional Development opportunities provided teachers with resources to help improve student achievement. Teacher effectiveness is the strongest school-related determinant of student success.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Initiate personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc.</p> <p>Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.</p>	<p>Expenditures: \$23,500.00 1xxx,2xxx,3xx,5xxx</p> <p>Funding Source: LCFF Base, Supplemental Concentration, Title 1, CCSS Grant</p>	<p>A. Provided Professional Development in CCSS, lesson design, technology integration for Go Math.</p> <p>B. Provided Technology Professional Development to staff. Common Core/Technology Conference</p>	<p>A. \$2,800.00 5xxx Other Contracted Services</p> <p>B. \$3,170.00 5xxx Base/Other Contracted Services</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Districtwide</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ALL</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Stakeholders determined Actual Annual Expenditures were less than budgeted due to CCSS "Go Math" professional development expenditure less than expected. Stakeholders determined that Actual Annual Expenditures were also less due to change in administration in the middle of 2014/2015. New principal planning a different direction for professional development. Due to this change Supplemental Concentration funds were not used.</p> <p>Stakeholders reviewed the related state priorities and determined that state priority 1 is no longer appropriate for this goal, there for it has been eliminated in 15-16.</p>	

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 8: Improve and/or increase the number and types of opportunities for parents to meaningfully participate in the education of all students, with emphasis on identified subgroups.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase parent participation in school and district activities. Increase use of technology to engage parents in the learning environment, such as school websites, SIS (PowerSchool), school phone messaging service. Metric: Number of parent volunteers, number of parents participating on committees (sign in sheets), meeting agendas, website, PowerSchool Parent Portal, attendance rates</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 3: Parent Involvement A. Efforts to seek parent input: Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents were given the opportunity to join School Site Council, PFA, and Parent Conferences to give input. More outreach will be needed to increase parent involvement. B. Promotion of parent participation in programs for unduplicated counts: Stakeholders determined that efforts to increase parent involvement listed can best be provided to “all students” and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents were given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to join ELAC, and ELD Parent Club. EL parent’s participation in school activities this year is increasing due to outreach to this subgroup with parent involvement and fundraising. A translator was available</p>

			<p>at all parent outreach meetings.</p> <p>C. Promotion of parent participation in programs for exceptional needs:</p> <p>Stakeholders determined that efforts to increase parent involvement listed can best be provided to “all students” and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings.</p> <p>Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents were given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to be a part of the SST, 504, and IEP process.</p> <p>Based on the review of progress Stakeholders agree that all programs and services were effective.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Parent information nights to broaden their understanding and strategies to support their child’s learning.</p> <p>Parent technology trainings with overview of district/school website, Powerschool Parent Portal, phone messaging service.</p>	<p>Expenditures: \$1,000.00 1xxx-3xxx</p> <p>Funding Source: Supplemental Concentration</p>	<p>Held Parent Information Nights for fundraisers, Parent Club (PFA) activities (Banta Hay Day), 8th grade graduation</p> <p>Held Parent Technology Training Nights Held Parent Information Nights to get input for the District LCAP</p>	<p>\$145.00 2xxx,3xxx Supplemental/ Concentration Support Staff</p>
Scope of service:	Districtwide	Scope of service:	Districtwide
<u> </u> X_ALL		<u> </u> X_ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide translators for school-family communications to encourage EL parents to participate in their student's education.</p>	<p>Expenditures: \$500.00 2xxx-3xxx Funding Source: LCFF Base, Supplemental Concentration</p>	<p>Translators were provided to all EL parents at all parent meetings and events.</p> <p>Held parent meetings with the EL community to encourage parent involvement. Discussed how parents can help at school and how volunteering in the classroom helps students.</p> <p>The EL community held several fundraising events. One to help purchase books for 5th, 6th, 7th and 8th grade, another to raise money for the 7th grade field trip to Alcatraz, and a Family Cinco de Mayo Festival to raise money to help buy all students a Banta Spirit Shirt.</p>	<p>\$68.00 2xxx,3xxx Supplemental/ Concentration Support Staff</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Stakeholders determined that Actual Annual Expenditures were less than expected due to change in administration in the middle of 2014/2015. New principal planning a different direction with parent outreach. Stakeholders reviewed the related state priorities and determined that state priorities 4,5,8 are no longer appropriate for this goal, there for they have been eliminated in 15-16.</p>		

Original GOAL from prior year LCAP:	Goal 9: Increase the rate of attendance for the 2014/15 school year and maintain in future years.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Increase attendance rates. Metric: Daily Attendance Reports, suspension rate, SARB referrals, parent communication, CAASPP scores, API scores</p>	Actual Annual Measurable Outcomes:	<p>Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports: P1-96.06%, P2-95.76%, Annual 95.60% 2014/2015 P1-96.03%, P2-94.97% B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports: Chronic absenteeism rate 1.7% 2014/2015 Chronic absenteeism rate 1.6% C. 2013/2014 Middle school dropout rates, as verified by Calpads/CDE data reporting. Dropout rate: 0% Data indicates there is still a need to increase student attendance rates. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.</p> <p>By creating an attendance action plan, monitoring attendance (SIS Daily attendance reports, SARB referrals), and communicating with students and parents by the Attendance Clerk, students and parents are more aware of how good attendance can effect student engagement and academic success. With these</p>

			<p>changes the district hopes to see an improvement in attendance in future years. More outreach is needed to increase attendance for 2015-2016.</p> <p>Based on the review of progress Stakeholders agree that all programs and services were effective.</p>
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Students will receive the supports and incentives (district will develop and determine incentives) needed to maintain good attendance.</p> <p>Hire Attendance Clerk to monitor attendance and act as a liaison between school and home for students with attendance issues.</p> <p>Perform a study to evaluate reasons for absenteeism and develop and implement an action plan to increase attendance.</p> <p>Identify students who exhibit chronic absenteeism and lack of engagement</p>	<p>Expenditures: \$6,000.00 2xxx-3xxx</p> <p>Funding Source: LCFF Base, Supplemental Concentration</p>	<p>Added additional Attendance Clerk hours.</p> <p>Identified students who exhibit chronic absenteeism and lack of engagement.</p> <p>Developed and implemented an action plan to increase attendance.</p>	<p>\$1,026.00 2xxx,3xxx Supplemental/ Concentration Support Staff</p>
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Stakeholders determined that Budgeted Expenditures were not completely expended due to added attendance clerk hours being incorporated into an already established classified position. Stakeholders reviewed the related state priorities and determined that state priorities 3,4,6 are no longer appropriate for this goal, there for have been eliminated in 15-16.</p>

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$397,376.00</u>
<p>Banta Elementary School District has an unduplicated count (low income, English learner, foster youth) of 74% currently at our one school district K-8, Title 1 school-wide site. Supplemental Concentration funds are being expended on: EL tutoring, meals for low income students, translator for EL parents, new EL program, Read 180, professional development, and bilingual instructional aides.</p> <p>In addition the following services are being provided District-wide and are principally directed toward and effective in meeting the district’s goals for its unduplicated pupils in the state priority areas by improving language proficiency levels, increased reclassification rates, increased student attendance rates, increased parent involvement, and increased teacher growth which benefits classroom instruction for all students. This is justified by providing services to students that might have less resources available to them that would impact their learning:</p> <p>Improvement to school climate in regards to student behavior: “Character Counts” program, counseling services, and supervision aide provided to unduplicated students who are at risk, help improve suspension rates of unduplicated students (as these subgroups are showing increased suspensions), and to assure students feel safe and secure at school.</p> <p>Implementation of CCSS with technology integration: Materials, technology upgrades, student technology devices. Assure unduplicated students have access to CCSS resources and the technology skills needed to prepare them for college and career.</p> <p>Enrichment opportunities: Arts and science programs and science teacher provided to assure unduplicated students have access to opportunities that will enhance student learning.</p> <p>Student achievement: Assessment software, AR reading program, math intervention program, tutoring, to assure unduplicated students are growing toward grade level proficiency.</p> <p>Professional Development: Will improve instruction to unduplicated students.</p> <p>Student Attendance: Attendance action plan and attendance clerk to reach out to families of unduplicated students (as these subgroups are showing decreased attendance).</p> <p>Parent outreach/involvement: Parent information nights for all parents, in particular information nights and programs focused on the parents of unduplicated students.</p> <p>The District recognizes that while these funds are generated in order to serve the unduplicated students, some services may be utilized by students outside the focus subgroups.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

17.32	%
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In our annual budgets for the three years we have surpassed this proportionality with increased or improved services for low income, foster youth and English learners. These subgroups get the benefits of these proportional dollars and also the benefits of funds and resources allocated to “all students” due to our size and homogeneous population.

The district will further improve services to our English learners, low income, and foster youth:

Through focused implementation of a soon-to-be adopted English Learner Master Plan, as well as added budgets for technology, materials and supplies specific to English Language Development, the implementation of a new bilingual education program, Imagine Learning program, EL Coordinator, ELD tutoring, and professional development focused on ELD and ELD standards.

The district will provide free and reduced meals and snacks to low-income students to ensure their achievement.

While our foster youth students do not meet the threshold of a significant subgroup (0 2015-2016), we will always endeavor to provide them the support that they need to be successful.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).